

**PRESCHOOL
CURRICULUM**

High Scope

VILLA ACADEMY CURRICULUM INFORMATION

PRESCHOOL

PHILOSOPHY / COMPONENTS

The Villa Academy Preschool program fulfills the developmental needs of young children. We recognize that each child is a unique gift from God. Focus is placed on meeting the needs of the whole child, encouraging physical, intellectual, social, spiritual, emotional, and artistic growth.

We believe that:

- Growth is a sequential process;
- Children pass through stages of development by learning through play and actively participating in directed learning experiences;
- Individual differences of children are acknowledged and appreciated;
- Our program is designed to accommodate individual needs;
- We offer experiences and activities that are appropriate for a child's stage of development, individuality, and creativity;
- We assist each child in growing to his/her full potential by providing an environment that:
 1. Encourages the success of each child;
 2. Respects the culture, language, and special needs of each child;
 3. Enables a collaborative working relationship with parents.

CURRICULUM

The curriculum...

- ...is **child-centered or child-initiated**. The teachers use the interests and enthusiasm of children to involve them in their own learning and to make the learning relevant, exciting, and useful.
- ...encourages children to **learn by doing** through experimentation, exploration, and discovery while building self-control and a positive self-image.
- ...invites **creativity** by providing opportunities for unevaluated discovery and activity while promoting tolerance and respect for each other's creation.
- ...is **individualized** and recognizes the unique qualities, ways of thinking, and level of understanding in each child.
- Curricular areas are taught within a **problem-solving** context. Children are encouraged to interact as they work and enjoy explaining their thinking to classmates.
- In every curricular area, we offer children a chance to participate in a direct **hands-on** way. Preschool curriculum components are coordinated with Lower School curricula (K-5) to allow for smooth transitions at Kindergarten.
- Children use manipulatives to conduct experiments in science and solve problems in math (*Everyday Mathematics Curriculum*).
- Literacy components include responding to literature, pre-reading skills, and handwriting which allows children to explore letters using age appropriate manipulatives and songs, develop proper grip using crayon, chalk, and small pencils, and eventually learn to form capital letters (*Handwriting Without Tears Curriculum*).
- Daily assessment is used to plan individual and group activities to facilitate student growth and development. These assessments are an integral part of the curriculum and instruction.
- Small class size encourages a more personal approach to learning.

HIGH / SCOPE PRESCHOOL KEY EXPERIENCES

High/Scope Preschool Curriculum is used to teach the key experiences of: *creative representation, language and literacy, initiative and social relationships, movement, music, classification, seriation, numbers, space, and time.*

Permission has been given by High/Scope Educational Research Foundation to reprint the following information. High/Scope's Preschool educational approach is an open framework that organizes the children's and teacher's environment, daily routine, and interactions. The framework is adapted by educators to meet the unique needs of their local community and specific groups of young children. The framework gives the teaching team a systematic method for planning, organizing, and carrying out their preschool responsibilities. For the children, the framework provides a consistent and secure daily experience that promises interesting things to do, attention of their teachers to the child's interests and needs, and a sense of control over themselves and their environment.

The experiences teachers plan for children foster independent thinking, initiative, and creativity. Young children's cognitive, social, emotional, and physical capacities develop quickly when they can use materials and their imaginations freely in an environment that promotes investigation, decision-making, cooperation, persistence, and problem solving. The capacities that children develop in this open framework are broad abilities that children can and do use daily in the classroom as well as at home. Preschool key experiences as defined by High/Scope are:

CREATIVE REPRESENTATIONS

- ✓ Recognizing objects by sight, sound, touch, taste, and smell
- ✓ Imitating actions and sounds
- ✓ Relating models, pictures, and photographs to real places and things
- ✓ Pretending and role playing
- ✓ Making models out of clay, blocks, and other materials
- ✓ Drawing and painting

INITIATIVE AND SOCIAL RELATIONS

- ✓ Make and express choices, plans, and decisions
- ✓ Solve problems encountered in play
- ✓ Take care of one's own needs
- ✓ Express feelings in words
- ✓ Participate in group routines
- ✓ Be sensitive to the feelings, interests, and needs of others
- ✓ Build relationships with children and adults
- ✓ Create and experience collaborative play
- ✓ Deal with social conflict

LANGUAGE AND LITERACY

- ✓ Talk with others about personally meaningful experiences
- ✓ Describe objects, events, and relations
- ✓ Have fun with language: listen to stories and poems, make up stories and rhymes
- ✓ Write in various ways: draw, scribble, letter-like forms, invented spelling, conventional forms
- ✓ Read in various ways: storybooks, signs and symbols, one's own writing
- ✓ Dictate stories

NUMBERS

- ✓ Compare the number of things in two sets to determine "more," "fewer," "same number"
- ✓ Arrange two sets of objects in one-to-one correspondence
- ✓ Count objects

HIGH / SCOPE PRESCHOOL KEY EXPERIENCES (CONT.)

CLASSIFICATION

- ✓ Explore and describe similarities, differences, and the attributes of things
- ✓ Distinguish and describe shapes
- ✓ Sort and match
- ✓ Use and describe something in several ways
- ✓ Hold more than one attribute in mind at a time
- ✓ Distinguish between "some" and "all"
- ✓ Describe characteristics something does not possess or what class it does not belong to

SPACE

MOVEMENT

- ✓ Move in nonlocomotor ways (anchored movement: bending, twisting, rocking, swinging one's arms)
- ✓ Move in locomotor ways (nonanchored movement: running, jumping, hopping, skipping, marching, climbing)
- ✓ Move with objects
- ✓ Express creativity in movement
- ✓ Describe movement
- ✓ Act upon movement directions
- ✓ Feel and express steady beat
- ✓ Move in sequences to a common beat

- ✓ Fill and empty
- ✓ Fit things together and take them apart
- ✓ Change the shape and arrangement of objects (wrapping, twisting, stretching, stacking, enclosing)
- ✓ Observe people, places, and things from different spatial viewpoints
- ✓ Experience and describe positions, direction, and distances in the play space, building, and neighborhood
- ✓ Interpret spatial relations in drawings, pictures, and photographs



MUSIC

- ✓ Move to music
- ✓ Explore the singing voice
- ✓ Develop melody
- ✓ Sing songs
- ✓ Play simple musical instruments



SERIATION

- ✓ Compare attributes (longer/shorter, bigger/smaller)
- ✓ Arrange several things one after another in a series or pattern and describe the relationships (big/bigger/biggest, red/blue/red/blue)
- ✓ Fit one ordered set of objects to another through trial and error (small cup-small saucer/ medium cup-medium saucer/ big cup-big saucer)



TIME

- ✓ Start and stop an action on signal
- ✓ Experience and describe rates of movement
- ✓ Experience and compare time intervals
- ✓ Anticipate, remember, and describe sequences of events